

Early Years - Reception Overview

The Early Years curriculum is child led, following the interests of the children, therefore some elements within this overview may be adapted across the year. We incorporate the skills and elements below into our half term topics. **Please see our half term topic maps.** Topics are chosen in discussion with the children and we use a voting system to decide our next topic, embracing the British Value of democracy.

Some areas of learning such as Physical Development and Personal, Social and Emotional Development follow additional own mini topics.

Area of Learning	Autumn	Spring	Summer
Communication and Language CL	Demonstrate good listening behaviours Follow simple instructions (with two or more parts) reliably Listen to and talk about stories, rhymes and non-fiction Wait and take turns in conversation Engage in story times Join in with familiar songs and rhymes Starting to share ideas with familiar adults Talk to others (adults and children) Use talk to organise thoughts Share my ideas using talk as a tool Using talk as a tool	Respond to what they have heard by asking questions and saying what they think Ask questions about what I have heard Respond to what others say Share ideas in small groups Share ideas with familiar adults Explain events that have already happened in detail Engage in stories, rhymes and non-fiction sharing my ideas about them Start to use full sentences Starting to use past, present and future tenses	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify understanding Hold conversation when engaged in back and forth exchanges with their teachers and peers Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult

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<p>Physical Development PD</p>	<p>PE topic – Dance til you drop and Best Balls Use lots of different ways of moving appropriately Throw, kick, pass and catch a large ball Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles Develop & refine a range of ball skills including: throwing, catching, kicking, batting & aiming Develop confidence, competence, precision & accuracy with activities that involve a ball</p> <p>Show good pencil control when mark making and drawing Use cutlery and other one handed equipment</p>	<p>PE topic – Dinosaur Dance and Jumping Jacks Climb over, under and through obstacles Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences Watch & talk about dance & performance art, expressing their feelings & responses Explore & engage in dance, performing solo or in groups Develop overall body strength, coordination, balance & agility e.g. wheelbarrows, balance bikes & pedal bikes</p> <p>Move and use both large and smaller scale equipment (building blocks etc) Sit at a table to write Hold a pencil in a tripod grip Can use scissors</p>	<p>PE topic – Apparatus and Athletics Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and co-ordination Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding Combine different movements with ease & fluency Develop overall body strength, coordination, balance & agility Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Hold a pencil effectively in preparation for writing (nearly always tripod grip) Use a range of small tools e.g. scissors paint brushes, cutlery Begin to show accuracy and care when drawing</p>

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Personal, Social, Emotional Development PSED	<p>Jigsaw units - Being Me in my World, Celebrating Difference</p> <p>Identify a range of different feelings Keep on trying when I find something difficult Starting to sit and listen more consistently during adult focus time Follow simple instructions</p>	<p>Jigsaw units - Dreams and Goals, Healthy Me</p> <p>Say how others are feeling based on their expressions and actions Say what I am good at and what I would like to improve Sit and listen during adult focus time Follow instructions with two or more parts Say how I and others are feeling Show my understanding of feelings by changing my behaviour</p>	<p>Jigsaw units - Relationships and Changing Me</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</p>
Literacy Writing	<p>Phase Two Phonics</p> <p>Write some lower case letters correctly Write some upper case letters that they know (e.g. name, Mum, Dad, sibling name, etc) Identify known letters to match initial sounds (phase 2) Match phase 2 letters and sounds Write CVC words and labels e.g. c-a-t Write simple labels Start to write simple captions Say a simple sentence for writing (oral and count words)</p>	<p>Phase 3 Phonics</p> <p>Write most lower case letters correctly Write some upper case letters correctly an use a tripod grip Match phase 2 and 3 letters and sounds Write CVC words and labels (phase 2 and 3 sounds) Spell some tricky words Write captions Write short sentences Start to use finger spaces between my words Read sentences back</p>	<p>Phonic Phase 3 and 4</p> <p>Write letters which are mostly well formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by themselves and others</p>

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Literacy Reading	Retell the key events in stories Starting to recall facts from non-fiction Talk about what has happened in the story so far	Retell key events from stories I have read Describe the key events in detail Recall facts from a non-fiction book	Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Maths	Count to 5 using different mathematical resources Match numeral and quantity to 5 Say how many there are (up to 3) in different arrangements Start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this	Count objects, claps, movements up to 10 Match numeral and quantity (within 10) Say how many there are (up to 5) Recall number bonds to 5 Start to give some linked subtraction facts Start to recall some double facts e.g. 1 and 1 is 2	Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

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<p>Understanding the World UW</p>	<p>Talk about changes that have happened to me throughout my life Talk about my family and people in the community and their roles Become more aware of the past linked to myself and my family and how it has changed Talk about what can be seen in pictures of the past Talk about how different people celebrate Start to use stories and pictures to talk about differences in life in other countries Find out about their environment and talk about those features they like/dislike. Starting to explore the natural world by describing own environment and local area Observe, find out about and identify features in the place they live and in the natural world. Talk about forces I feel e.g. push, pull etc. Talk about the differences in materials Make observations of the world around me thinking about my senses. RE topic - Festivals around the world Recognises and describes special times or events for family or friends Computing and technology are still vitally important subjects. Technology in the EY: taking a photograph with a camera or tablet / playing games on the IWB / using a Beebot / watching a video clip / listen to music</p>	<p>Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts Talk about what I have heard and seen in stories and picture books and how this is different/ the same Observe, find out about and identify features in the place they live and in the natural world. Examine change over time. Talk about the weather linked to seasonal changes Draw information from a simple map Talk about some special places for people in our and other communities Start to talk about the differences in lives in other countries and compare to own life-using sources such as photos. Describe animals and plants (both from photos and real life experiences) RE topic - Creation stories Explore an old typewriter or other mechanical toys Searching for information on the internet</p>	<p>Talk about the lives of people around them and their role in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books and storytelling Describe their immediate environment using knowledge from observation, discussion, stories/ non-fiction texts & maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences / what has been read. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons, changing states of matter and impact of humans. RE topic - The World Around Us</p>

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<p>Expressive Arts and Design EAD</p>	<p>Show good pencil control when mark making and drawing Use cutlery and other one handed equipment Sing a range of well-known nursery rhymes & songs Perform songs – try to move in time with music Develop own ideas and decide which materials to use to express them</p>	<p>Sit at a table to write Hold a pencil in a tripod grip Use scissors with developing confidence. Sing a range of well-known nursery rhymes & songs Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music Develop own ideas through experimentation with diverse materials, to express and communicate their discoveries and understanding Explore an old typewriter or other mechanical toys</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations explaining the processes they have used Make use of props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>